

Improving Educational Quality Based on Facilities, Infrastructure, and School Culture: Teacher Work Motivation as a Mediating Variable

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ABSTRACT

Improving primary education quality requires adequate facilities, a positive school culture, and strong teacher work motivation. This study examines the role of facilities and infrastructure and school culture in improving educational quality through teacher work motivation at SD Negeri Banjarwangi, Pandeglang Regency. A qualitative case study approach was employed with purposively selected informants, including the school principal, teachers, and school supervisor. Data were collected through in-depth interviews, observation, and documentation, and analyzed using Miles and Huberman's interactive model through data reduction, data display, and conclusion drawing and verification. Data trustworthiness was ensured through source and technique triangulation and member checking. The findings reveal that basic educational facilities support learning activities, although limitations remain in digital facilities, instructional media, library resources, and supporting facilities. School culture is reflected in religious values, discipline, responsibility, cooperation, integrity, environmental awareness, and character-building practices. Teacher work motivation is influenced by intrinsic factors, such as professional responsibility and commitment, and extrinsic factors, including leadership support, a supportive work environment, appreciation, professional development opportunities, and available facilities. These factors encourage effective resource utilization, instructional creativity, and improved educational services. The study concludes that educational quality is enhanced through the synergy of facilities, school culture, and teacher motivation, with motivation functioning as a connecting mechanism. The study contributes a qualitative explanation of this integrative mechanism in a public primary school context.

Keywords: Educational Facilities; School Culture; Teacher Work Motivation; Educational Quality; Primary School.

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INTRODUCTION

Primary education serves as an essential foundation for developing student's academic competencies, character, social skills, and readiness to continue their education at the next level. Therefore, the quality of primary schools cannot be understood merely as academic achievement, but rather as an integration of input quality, learning processes, educational services, teacher professionalism, school management, and student's developmental outcomes. Educational quality is influenced by an institution's ability to manage resources effectively and ensure that every component of educational implementation mutually supports one another. A study on primary school teacher performance indicates that support from educational facilities and infrastructure, along with motivation, are factors associated with the quality of teachers' task implementation (Erlanda et al., 2024). Thus, improving educational quality requires balanced attention to both the physical aspects of schools and the organizational aspects that shape the behaviour of school members.

Pandeglang Regency has a large-scale primary education system. The data used in this study record 850 public primary schools, 8,417 public primary school teachers, and 132,185 students distributed across 35 districts (Badan Pusat Statistik Kabupaten Pandeglang, 2025). This extensive coverage creates challenges in ensuring equitable educational services, particularly in areas characterized by rural conditions, coastal environments, and varying levels of educational accessibility. Research documents also indicate that several quality indicators have not yet reached national targets, including literacy and numeracy achievement, teacher certification, teacher-student ratios, school accreditation, and the availability of educational facilities and infrastructure (Fadhlurrahman, 2024). This condition confirms that educational quality in Pandeglang is not solely related to the number of schools and educators, but also to school's ability to manage facilities, develop organizational culture, and maintain teacher work motivation.

Educational facilities and infrastructure represent one of the components that directly influence teacher's opportunities to design effective learning experiences. Adequate classrooms, libraries, instructional media, technological facilities, sanitation systems, and safe school environments can broaden the range of learning strategies available to teachers. However, the availability of facilities does not automatically guarantee quality improvement if their provision is not accompanied by proper planning, utilization, maintenance, and evaluation. The management of educational facilities and infrastructure should be positioned as an integrated managerial process aligned with learning needs (Kartini et al., 2023). Other studies also demonstrate that effective facility management contributes to learning quality by creating a more supportive environment for both teachers and students (Sufi et al., 2024).

In addition to physical factors, school culture determines how school members perceive and implement regulations, responsibilities, collaboration, discipline, and commitment toward quality improvement. A positive school culture is established through consistent values and norms, exemplary leadership, school traditions, healthy social relationships, and collaborative practices. Strengthening school culture is considered a strategy that supports the development of student's character and literacy while simultaneously building consistency in the behaviour of school members (Murtafik et al., 2024). Research on school culture also demonstrates that a positive organizational environment is associated with the development of student's abilities and the improvement of educational quality (Ito et al., 2025). Therefore, school culture becomes an important context for understanding why schools with similar physical resources may produce different levels of service quality.

Teacher work motivation serves as a connecting point between school resources and teacher's professional behaviour. Teachers with high levels of motivation tend to demonstrate discipline,

commitment, creativity, willingness to improve their competencies, and persistence in addressing learning limitations. School working conditions, professional relationships, leadership support, opportunities for professional growth, and a sense of belonging to the organization contribute to shaping teacher's work experiences. Studies on teacher's collective culture indicate that a sense of belonging and job satisfaction are associated with the professional environment developed within schools, while working conditions are also closely related to teacher job satisfaction (Skaalvik & Skaalvik, 2021; Toropova et al., 2021). Therefore, work motivation should be positioned as a mechanism that explains how school facilities and infrastructure as well as school culture can be translated into improved learning quality.

A review of previous studies presented in this study indicates that many studies have examined the relationships among educational facilities and infrastructure, school culture, work motivation, or educational quality separately, with a predominant reliance on quantitative approaches. The relationship between school culture and work motivation with school quality, for instance, has been statistically reported, while other studies have demonstrated the relationship between school culture and educational quality (Fandholi et al., 2023; Nurfajrina, 2025). Research on educational facilities and infrastructure in primary schools has also largely focused on facility management aspects and learning effectiveness (Ikhsan & Hanafiah, 2026). The remaining research gap lies in providing an in-depth explanation of how facilities and infrastructure and school culture simultaneously shape teacher work motivation, which subsequently influences educational quality within the daily organizational practices of schools.

SD Negeri Banjarwangi was selected as the research case because the school continuously strives to improve educational quality through the development of facilities, the implementation of school culture practices, academic supervision, and teacher professional development. However, the school still faces limitations in digital learning facilities and several supporting resources. The school is located in Pulosari District, Pandeglang Regency, has approximately 352 students, implements the Merdeka Curriculum, and holds a B accreditation status. These characteristics make the school relevant for examining the relationship between physical resources, organizational culture, teacher work motivation, and educational quality within a contextual setting. The case study approach enables this research not only to examine whether certain variables influence educational quality but also to explore how such influences are formed and implemented through school management practices.

Based on the aforementioned explanation, this study is directed toward answering five research questions: how educational facilities and infrastructure contribute to improving educational quality; how school culture contributes to educational quality improvement; how teacher work motivation supports quality enhancement; how educational quality is reflected through learning processes, educational services, teacher professionalism, and the achievement of educational objectives; and how facilities and infrastructure as well as school culture collectively improve educational quality through teacher work motivation at SD Negeri Banjarwangi, Pandeglang Regency. This focus positions work motivation not as an independent variable, but rather as a connecting mechanism that explains the synergy among various school components.

METHODS OF RESEARCH

This study employed a qualitative approach with a case study design to gain an in-depth understanding of the role of educational facilities and infrastructure and school culture in improving educational quality through teacher work motivation. The research was conducted at SD Negeri

Banjarwangi, Barusatu Village, Banjarwangi Village, Pulosari District, Pandeglang Regency, Banten Province. The study was carried out from April to August 2026. The case was selected based on the existence of ongoing quality improvement efforts accompanied by challenges related to fulfilling educational facilities, strengthening school culture, and developing teacher work motivation.

The research data consisted of statements, experiences, observations, and school documents. Primary data sources included the school principal, primary school teachers, and school supervisor. Informants were selected using purposive sampling based on their knowledge and involvement in managing educational facilities and infrastructure, developing school culture, strengthening teacher work motivation, and implementing quality improvement programs. The number of informants was not predetermined rigidly but followed the principle of data saturation, whereby data collection was terminated when the information obtained became repetitive and no new themes emerged. Secondary data were obtained from school profiles, facilities and infrastructure records, program documents, activity archives, and other relevant written sources.

Data collection was conducted through in-depth interviews, direct observation, and documentation. The interview guidelines were adjusted according to the roles of the school principal, teachers, and school supervisor; however, all interviews covered five main focuses: educational facilities and infrastructure, school culture, teacher work motivation, educational quality, and the relationships among these aspects. Observation was conducted to examine the condition of facilities, the school environment, disciplinary practices, the utilization of instructional media, and the implementation of school activities. Documentation was used to verify school programs, competency development activities, supervision practices, and other supporting evidence.

Data analysis followed the interactive model of Miles and Huberman, as applied in the original study, which consists of data collection, data reduction, data display, and conclusion drawing and verification. The data were categorized into themes related to educational facilities and infrastructure, school culture, teacher work motivation, educational quality, and interrelationships among these themes. Data trustworthiness was strengthened through source triangulation, technique triangulation, member checking, contextual description, audit trail, and examination of the research process. These strategies were implemented to maintain credibility, transferability, dependability, and confirmability, ensuring that the interpretations developed remained traceable to the empirical data obtained from the research setting.

RESULTS AND DISCUSSION

The state of the art of this study indicates that educational facilities, school culture, and work motivation have repeatedly been associated with teacher performance and school quality; however, these relationships have often been examined as direct associations. Studies on educational facilities and infrastructure emphasize the role of resources in supporting learning quality, studies on school culture highlight the importance of organizational culture in shaping student's character and school climate, while motivation studies demonstrate its relationship with teacher performance (Ningsih, 2024; Samosir et al., 2025; Sufi et al., 2024). This study extends these perspectives by providing qualitative evidence that educational quality improvement at SD Negeri Banjarwangi occurs through a sequential process: the conditions of educational facilities and school culture shape teachers' work experiences, these experiences influence their motivation, and motivation encourages more effective utilization of facilities, improvement of learning processes, and enhancement of educational services.

Table 1. Summary of Research Findings

Focus	Empirical Findings	Implications for Educational Quality
Educational facilities and infrastructure	Basic facilities are available and generally utilized; however, digital facilities, innovative instructional media, and library collections remain limited.	Support learning activities and provide a more comfortable working environment; limitations in facilities encourage teachers to develop greater creativity.
School culture	Religious values, discipline, responsibility, cooperation, literacy, environmental awareness, and the 5S culture are implemented through routine habituation practices.	Build a harmonious work climate, strengthen commitment, develop a sense of belonging, and promote consistency in the behavior of school members.
Teacher work motivation	Teachers demonstrate discipline, responsibility, commitment, participation in teacher working groups (KKG) and training activities, as well as efforts to innovate learning practices.	Strengthen the utilization of resources, improve learning quality, and enhance educational services for students.
Educational quality	Quality is reflected in more structured learning processes, supervision practices, professional development, literacy improvement, character development, and school participation.	Educational quality is understood as the result of synergistic management rather than merely academic achievement.
Synergy among components	Facilities provide work support, school culture provides social and value-based support, while motivation activates both components in educational practices.	Teacher work motivation functions as a connecting mechanism toward continuous quality improvement.

Source: Research findings (interviews, observations, and documentation analysis).

The Role of Educational Facilities and Infrastructure in Improving Educational Quality

Field findings indicate that SD Negeri Banjarwangi has basic educational facilities, including classrooms, the principal's office, teachers' room, library, sanitation facilities, school yard, and several instructional media resources. The availability of these facilities enables learning activities to be conducted in an organized manner and provides opportunities for teachers to adjust their teaching strategies according to student's conditions. However, information technology-based learning facilities, digital media, library collections, and several supporting facilities have not yet fully met the existing needs. This finding is important because the quality of educational facilities is not solely determined by their physical availability, but also by their adequacy, suitability, accessibility, and relevance to learning practices.

The management of facilities is carried out through needs planning in school meetings, priority setting, procurement by utilizing school funding sources, maintenance, inventory management, and evaluation of utilization. This pattern indicates that the school views educational facilities and infrastructure as resources that require continuous and cyclical management rather than merely being purchased assets. Such management is consistent with studies that position planning, procurement, utilization, maintenance, and evaluation as the main components of educational facility and infrastructure management (Kartini et al., 2023). Sufi et al also emphasize that effective facility management can support learning quality because available resources become more targeted and functional (Sufi et al., 2024).

From the perspective of utilization, observation results show that teachers use available facilities to support learning activities. Relatively comfortable classrooms, a clean school environment, and available instructional media assist teachers in creating a more conducive learning atmosphere. When digital facilities are limited, teachers do not discontinue innovation efforts but instead adapt by utilizing the available resources. This finding demonstrates two simultaneous functions of educational facilities and infrastructure: as direct support for the learning process and as a working condition that influences teachers' professional

activities. Erlanda et al found that educational facilities and infrastructure are associated with primary school teacher performance, while Lahagu et al emphasized that facility support is an important element in creating a conducive learning environment (Erlanda et al., 2024; Lahagu et al., 2023).

The interpretation of this study indicates that the quality of facilities can influence educational quality through two pathways. The first pathway is pedagogical: facilities expand the range of teaching methods, learning media, and instructional activities available to teachers. The second pathway is psychological-organizational: adequate facilities reduce work barriers, increase comfort, and provide teachers with a sense of institutional support. Therefore, the same facilities may generate different benefits depending on how schools maintain, allocate, and encourage their utilization. This finding explains why focusing solely on facility procurement is insufficient to improve educational quality.

The limitation of digital facilities emerged as the most consistent finding within this sub-focus. This challenge implies the need for schools to establish development priorities that are more aligned with the demands of the Merdeka Curriculum and technology-based learning. However, this study also demonstrates that facility improvement must be accompanied by the enhancement of teachers' capacity to utilize these facilities effectively. Therefore, strategies for strengthening educational facilities and infrastructure should ideally integrate procurement, maintenance, utilization training, and evaluation of their impact on learning. Conceptually, the contribution of this finding reinforces that educational facilities and infrastructure do not influence educational quality mechanically, but rather through the quality of their management and the motivation behind their utilization.

School Culture in Improving Educational Quality

School culture at SD Negeri Banjarwangi is manifested through religious values, discipline, responsibility, cooperation, integrity, environmental awareness, literacy culture, and the implementation of the 5S practices (*Senyum, Salam, Sapa, Sopan, dan Santun* — smiling, greeting, acknowledging, being polite, and showing respect). These values do not remain merely normative statements but are implemented through collective prayers, morning assemblies, flag ceremonies, literacy activities, Clean Friday programs, healthy and clean-living habits, and the enforcement of school regulations. The consistency of these habituation practices is important because school culture is developed through repeated practices that are collectively understood and internalized. Studies on school culture emphasize that values, role modelling, social relationships, and routines are elements that influence the quality of school life (Murtafik et al., 2024; Ningsih, 2024).

The school principal emerged as a central actor in shaping school culture. Interview and observation results indicate that exemplary leadership, open communication, supervision, and collaborative leadership practices help transform school values into shared practices. Teachers are not merely subjects of regulations but are actively involved in implementing programs and habituation activities. Harmonious relationships among the principal, teachers, educational staff, students, and parents strengthen a sense of belonging toward the school. This finding is relevant to Anwar et al, who demonstrated the relationship between school culture and work motivation with school quality, as well as Mariyam et al, who positioned the roles of school leadership, culture, and teacher motivation as components associated with primary school quality (Anwar et al., 2023; Mariyam et al., 2023).

School culture also functions as an informal coordination mechanism. When schools face limitations in facilities, norms of cooperation and responsibility help school members adapt without reducing their commitment to learning. A culture of discipline strengthens punctuality and task compliance, a

collaborative culture facilitates experience sharing, while literacy culture and character-building practices expand the meaning of quality beyond academic achievement. Ito et al demonstrated that school culture is associated with student's development; therefore, strengthening culture can be understood as an investment in both the learning process and organizational character (Ito et al., 2025).

Another important finding is that school culture is directly related to teachers' work experiences. An environment characterized by mutual respect, open communication, and supportive leadership enables teachers to feel more comfortable expressing their needs, participating in professional development activities, and collaborating with others. At this point, school culture becomes a factor that strengthens motivation rather than merely serving as a social background. This finding is consistent with Suparti et al, who linked school culture and work motivation with teacher performance (Suparti et al., 2024). In other words, a positive culture creates a shared norm that quality improvement is a collective responsibility, encouraging teachers to maintain the quality of their work despite facing certain limitations.

Compared with studies that assess school culture through scores and statistical relationships, this study demonstrates how culture is formed and implemented through daily school routines. The novelty of this sub-focus does not lie in the statement that school culture is important, but rather in explaining that culture serves as a connecting element between leadership, facility utilization, teacher work motivation, character development, and educational service quality. Therefore, strengthening school culture needs to be carried out consistently through exemplary leadership, habituation practices, collaborative spaces, evaluation of organizational behaviour, and appreciation for practices that support quality improvement.

Teacher Work Motivation in Improving Educational Quality

Teacher work motivation at SD Negeri Banjarwangi is reflected in teachers' attendance and teaching discipline, commitment to preparing learning materials, assessment implementation, student mentoring, active participation in Teacher Working Groups (KKG), training and workshops, and willingness to participate in school programs. These findings indicate that motivation is not merely expressed through perceptions but is reflected in teachers' daily professional behaviours. Studies on teacher working conditions indicate that work experiences and school environmental characteristics are associated with teacher satisfaction and professional engagement, while collective teacher culture is related to a sense of belonging and job satisfaction (Skaalvik & Skaalvik, 2021; Toropova et al., 2021).

The data reveal two groups of motivational sources. Intrinsic factors include professional calling, moral responsibility, satisfaction derived from student's development, and the desire to improve competencies. Extrinsic factors include support from the school principal, harmonious working relationships, recognition of performance, opportunities for professional development, a positive school culture, and the availability of supportive facilities. This pattern can be interpreted through Herzberg's two-factor theory framework: working conditions and facilities function as hygiene factors that reduce barriers and dissatisfaction, whereas recognition, responsibility, achievement, and opportunities for growth serve as motivating factors. This study applies the framework to explain that environmental support and internal motivation complement each other; the application of the two-factor theory is supported by the reference provided by Alrawahi et al (Alrawahi et al., 2020).

The role of the school principal is demonstrated through academic supervision, professional guidance, opportunities for participating in professional development activities, and appreciation of achievements. These practices are not merely forms of control but serve as organizational signals that competency improvement is valued. Teachers who receive such support tend to be more prepared to

implement new strategies and maintain their commitment to learning quality. This finding is consistent with Samosir et al, who found relationships among motivation, pedagogical competence, and school culture with primary school teacher performance (Samosir et al., 2025). Suparti et al also demonstrated that school culture and work motivation are associated with teacher performance (Suparti et al., 2024).

Teacher work motivation subsequently functions as a driving force in resource utilization. Available facilities have limited value if teachers are not motivated to use them, whereas limited facilities do not necessarily hinder learning when teachers possess strong creativity and commitment. At SD Negeri Banjarwangi, teachers continue to adapt learning media and instructional methods when digital facilities are not yet optimal. These findings demonstrate that motivation is not merely an outcome of school conditions but also functions as a factor that transforms those conditions into pedagogical actions. Fandholi et al linked teacher work motivation and school culture with school quality; therefore, this study provides a process-based explanation of that relationship (Fandholi et al., 2023).

Therefore, improving teacher motivation cannot be limited to providing material rewards. A more relevant strategy is to create appropriate working conditions, maintain professional relationships, provide opportunities for growth, implement developmental supervision, recognize performance, and establish a collaborative culture. These findings position motivation as both an organizational and individual variable: it emerges from the interaction between teachers' personal values and the support established by the school.

Educational Quality at SD Negeri Banjarwangi

In this study, educational quality at SD Negeri Banjarwangi is not limited to student's learning outcomes. Interviews, observations, and documentation indicate that quality is understood through the quality of learning processes, educational services, teacher professionalism, academic supervision, resource management, literacy and character-building culture, and the involvement of school members. The learning process is conducted in a structured manner, with teachers preparing instructional materials based on the Merdeka Curriculum, implementing assessments, and utilizing available learning media. The school principal carries out academic supervision, monitoring, evaluation meetings, and professional guidance as part of efforts to maintain educational quality. This perspective is consistent with studies that position leadership, school management, and collaboration as important factors in improving educational quality (Khotimah et al., 2023).

Positive developments are also evident in the strengthening of literacy, character habituation practices, extracurricular activities, and teacher involvement in professional development. These findings demonstrate that quality is produced through a series of continuous daily processes rather than through a single program. Asparingga positions school leadership and committee support as factors associated with primary school educational quality, while Qudsya et al emphasize the importance of school principal leadership competence in quality improvement (Asparingga, 2025; Qudsya et al., 2023). In the context of this study, leadership functions as a direction-setting factor; however, its effectiveness depends on the support of school culture, teacher motivation, and available resources. This study also identified several challenges that require attention, including limitations in digital-based learning facilities, the need for continuous teacher competency development, strengthening digital competencies, and improving partnerships with parents and the community. These challenges demonstrate that educational quality is dynamic. Achievement in one aspect does not eliminate the need for improvement in other areas. Therefore, the findings are more appropriately interpreted as an ongoing quality improvement process rather than a claim that all standards have been fully achieved. Mirmanto highlights the importance of synergy between

quality management and supervision in optimizing learning, while Kusumaningtyas et al emphasize the role of educational management systems in improving primary school quality (Kusumaningtyas et al., 2024; Mirmanto, 2024).

Viewed as a system, educational quality improvement at SD Negeri Banjarwangi is formed through the interrelationship of inputs, processes, and outputs. Educational facilities and infrastructure provide physical inputs; leadership, school culture, supervision, and teacher motivation shape the processes; while learning quality, educational services, student character, and student development represent the expected outputs. These findings explain why interventions targeting only one component may produce limited impacts. An internal quality assurance system needs to integrate facility evaluation, learning evaluation, teacher development, school culture strengthening, and stakeholder involvement within a continuous improvement cycle.

The contribution of this sub-focus lies in strengthening a multidimensional perspective on educational quality. The findings do not support the view that quality can be assessed solely through academic achievement or the completeness of facilities. Instead, quality emerges as the organizational capacity of schools to integrate resources, values, leadership, motivation, and learning practices. This perspective aligns with the needs of primary schools facing complex challenges and requiring adaptive, contextual, and sustainable improvement strategies.

The Synergy of Educational Facilities and Infrastructure and School Culture through Teacher Work Motivation

The most important finding of this study is that educational facilities and infrastructure and school culture do not operate independently. The availability of classrooms, libraries, instructional media, a clean school environment, and other facilities provides teachers with more supportive working conditions. At the same time, a religious, disciplined, collaborative, literacy-oriented, and responsibility-based culture creates a social climate that strengthens teachers' sense of belonging and professional commitment. The combination of physical and social support enhances teachers' motivation to utilize facilities more effectively, participate in school programs, develop competencies, and maintain learning quality.

The results of triangulation indicate that work motivation functions as a connecting mechanism within this process. Teachers with high motivation tend to be more creative in utilizing learning media, more actively participate in Teacher Working Groups (KKG) and training activities, more responsive to supervision, and more consistent in implementing school cultural values. Therefore, the relationship between educational facilities and quality improvement does not occur merely through the availability of facilities, but through teachers' actions in utilizing those facilities. Likewise, school culture does not automatically produce quality; culture becomes meaningful when it is internalized and manifested through professional behaviour. This finding is consistent with Suparti et al. and Samosir et al., who linked school culture and motivation with teacher performance; however, this study further illustrates the process of this relationship within a contextual school setting (Samosir et al., 2025; Suparti et al., 2024).

Herzberg's two-factor theory framework helps explain this mechanism. Adequate facilities and working conditions can be positioned as hygiene factors that reduce work-related barriers, while recognition, responsibility, collaboration, and opportunities for growth developed through school culture function as motivating factors. This study refers to Alrawahi et al in applying Herzberg's two-factor theory to explain the relationship between working conditions and motivation (Alrawahi et al., 2020). In the case of SD Negeri Banjarwangi, these two groups of factors do not replace one another. Facilities without a

positive work culture may be underutilized, whereas a positive culture without adequate facility support may limit opportunities for innovation. The synergy between both factors creates stronger conditions for teacher motivation.

These findings also clarify the position of this study in relation to previous research on educational facilities and infrastructure. Sufi et al. demonstrated that facility management supports learning quality, while Erlanda et al. associated educational facilities and infrastructure with teacher performance (Erlanda et al., 2024; Sufi et al., 2024). This study adds that the benefits of facilities are influenced by the quality of teachers' work experiences. When facilities are planned collaboratively, properly maintained, and utilized within a supportive organizational climate, teachers are more likely to perceive these facilities as support for their professional work. Conversely, limitations in digital facilities may reduce pedagogical options and require additional motivation and creativity.

Regarding school culture, Ningsih, Anwar et al., and Mariyam et al. similarly position school culture as an important component of school organizational quality (Anwar et al., 2023; Mariyam et al., 2023; Ningsih, 2024). The findings of this study emphasize that the influence of culture on quality improvement occurs not only through shaping student behaviour but also through shaping teachers' work experiences. A culture that emphasizes discipline, cooperation, open communication, role modelling, and literacy creates shared expectations regarding what constitutes effective professional practice. These expectations encourage commitment and strengthen teachers' responses to quality improvement programs.

From the perspective of educational management, these findings generate a simple conceptual model: educational facilities and infrastructure provide physical support; school culture provides normative and social support; both forms of support shape teacher work motivation; motivation drives professional behaviour; and professional behaviour contributes to the quality of learning processes and educational services. This model is not intended to represent a statistically tested causal relationship because the study employs a qualitative approach. Instead, it represents an interpretative synthesis based on consistent patterns identified through interviews, observations, and documentation. Therefore, the phrase "through teacher work motivation" in this study is more appropriately understood as a process mechanism rather than numerical mediation tested statistically.

The novelty of this study lies in the integration of these four components within a single case of a public primary school in Pandeglang Regency. While many previous studies have examined relationships among variables quantitatively, this study demonstrates how these relationships occur in actual school practices: facility planning is conducted collaboratively, culture is developed through habituation, supervision and Teacher Working Groups (KKG) provide opportunities for professional development, and teachers transform these forms of support into learning practices. This process-based explanation is important because quality improvement policies often fail when they focus only on adding facilities without changing work culture, or when they demand a quality-oriented culture without providing adequate resources.

The practical implication is that schools need to manage facilities and culture as an integrated quality improvement strategy. The development of digital facilities should be accompanied by training and utilization support; cultural habituation should be connected to indicators of professional behaviour; academic supervision should provide developmental feedback; and recognition systems should emphasize contributions to learning, collaboration, and innovation. Education authorities and supervisors should also view teacher motivation as a product of the school system's interaction, meaning that quality improvement

programs should not only target individual teachers but also improve the working conditions and organizational culture that influence them.

Overall, this study demonstrates that educational quality at SD Negeri Banjarwangi develops through synergy among components. Adequate facilities make professional tasks more feasible and effective, a positive culture provides direction and shared norms, while motivation enables teachers to activate both resources through their actions. When these three components operate in alignment, schools become better equipped to sustain learning processes, develop teacher professionalism, strengthen student character, and implement continuous quality improvement.

CONCLUSION

The improvement of educational quality at SD Negeri Banjarwangi, Pandeglang Regency, is the result of synergy among the management of educational facilities and infrastructure, school culture, and teacher work motivation. The available facilities and infrastructure have supported the learning process through classrooms, libraries, sanitation facilities, school yards, and instructional media; however, further development of digital facilities, innovative learning media, and literacy resources is still required. School culture functions as the foundation of organizational behaviour through religious values, discipline, responsibility, cooperation, literacy practices, environmental awareness, the 5S culture, and the exemplary role of the school principal. This culture creates a harmonious environment and strengthens the commitment of school members.

Teacher work motivation is reflected in discipline, responsibility, professional commitment, participation in Teacher Working Groups (KKG) and training activities, as well as creativity in learning practices. Motivation is shaped by intrinsic factors and external support, including leadership, recognition, working relationships, school culture, and available facilities. Educational quality demonstrates positive development in the quality of learning processes, academic supervision, professional development, literacy improvement, character-building practices, and school community involvement, although further strengthening is still needed in technology-based learning, digital competencies, partnerships, and internal quality assurance systems.

The main finding of this study is that teacher work motivation functions as a connecting mechanism: educational facilities and infrastructure create supportive working conditions, while school culture builds commitment and social support. Together, these factors encourage teachers to utilize resources more effectively and provide higher-quality learning services. Therefore, quality improvement strategies should integrate facility development, school culture strengthening, supervision, competency development, and continuous efforts to enhance teacher motivation.

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